

# Music

## Summary of Changes

### **Session 1**



## Stage 6 Music

### Workshop

These workshop materials are a joint production of the Department of Education and Training, the Catholic Education Commission, the Association of Independent Schools and the Board of Studies.

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# Acknowledgements



## Stage 6 Music New HSC Implementation

Session 1:	<b>Summary of changes</b>	9.00–10.30
	Changes to the Stage 6 Music Syllabuses	
	Examination, Assessment & Reporting Supplements	
	 <i>Morning Tea</i>	 10.30–11.00
Session 2:	<b>Assessment issues in the New HSC Music Syllabuses</b>	11.00–12.30
	Portfolio-based assessment	
	Developing your assessment program	
	Designing an assessment task	
	 <i>Lunch</i>	 12.30–1.30
Session 3:	<b>Programming issues</b>	1.30–3.00
	Improvisation	
	Technology	

# Agenda





# Summary of changes

## Music 2 syllabus

Component	Changes	Page
Revised rationale and aim statement	<ul style="list-style-type: none"> <li>• Clearer statement of purpose</li> </ul>	6 11
Revised objectives and outcomes	<b>Objectives</b> <ul style="list-style-type: none"> <li>• Condensed to four objective statements</li> </ul>	11
	<b>Outcomes</b> <ul style="list-style-type: none"> <li>• Number of outcomes reduced</li> <li>• Reinforces progression between Preliminary &amp; HSC course</li> <li>• Reinforces integration of P, C, M &amp; Aural Skills</li> </ul>	14–16
Additional detail in <i>Content</i> section	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Information on concepts updated</li> </ul>	17–21
	<b>Contexts</b> <ul style="list-style-type: none"> <li>• Emphasises an integrated approach</li> <li>• Clarification on FIVE works in detail</li> <li>• Mandatory topic “Music 1600-1900”: genre list updated</li> <li>• Additional topics: suggested aspects for study updated</li> <li>• Additional topic “Music 1900-1970” has been divided into two topics: “Music 1900-1945” and “Music 1945 to Music 25 years ago”</li> <li>• Integrated project has been removed from the Preliminary course</li> <li>• HSC Mandatory topic has been updated to “Music of the last 25 years (Australian focus)”</li> </ul>	25–27
	<b>Technology statement</b> <ul style="list-style-type: none"> <li>• Technology statement has been revised</li> <li>• Additional references to the role of technology have been included in “suggested aspects for study” where appropriate for each topic</li> </ul>	29–30
	<b>Improvisation statement</b> <ul style="list-style-type: none"> <li>• Improvisation statement has been added</li> <li>• References to the role of improvisation have been included under “suggested aspects for study” where appropriate for each topic</li> </ul>	30



Component	Changes	Page
<p><b>More information included on Assessment &amp; Reporting</b></p>	<p><b>Generic information</b></p> <ul style="list-style-type: none"> <li>• Includes generic information on internal and external assessment and on standards-referenced assessment</li> </ul>	<p>32–34</p>
	<p><b>Internal assessment</b></p> <ul style="list-style-type: none"> <li>• Change to weighting of recommended Preliminary course weightings</li> </ul>	<p>35–42 35</p>
	<ul style="list-style-type: none"> <li>• Additional detail on suggested assessment activities</li> </ul>	<p>36, 39</p>
	<ul style="list-style-type: none"> <li>• Strategies for internal assessment of improvisation</li> </ul>	<p>37</p>
	<ul style="list-style-type: none"> <li>• Recommends 3–5 assessment tasks for HSC course</li> <li>• Submitted works (musicology essays &amp; core and elective compositions) to be marked through a portfolio. Final work to be externally assessed.</li> </ul>	<p>38</p>
	<ul style="list-style-type: none"> <li>• Internal assessment of performance requires tasks in addition to performance</li> </ul>	<p>40–42</p>
<p><b>Post-School Opportunities</b></p>	<p>Generic information included</p>	<p>74</p>
<p><b>Glossary</b></p>	<p>Glossary of syllabus terms included</p>	<p>75–76</p>
<p><b>Examination, Assessment &amp; Reporting Supplement</b></p>	<p>Sample paper Marking guidelines Performance Bands</p>	



## Music Extension

Component	Changes	Page
Revised rationale and aim statement	<ul style="list-style-type: none"> <li>• Clearer statement of purpose</li> </ul>	6 55
Revised outcomes	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Number of outcomes reduced</li> <li>• Indicates the equivalent levels of achievement across the three areas of performance, composition and musicology</li> </ul>	56–57
Content	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Additional information provided on course content</li> <li>• Technology and improvisation statements included</li> </ul>	58–60
More information included on <i>Assessment &amp; Reporting</i>	<p><b>Generic information</b></p> <ul style="list-style-type: none"> <li>• Includes generic information on internal and external assessment and on standards-referenced assessment</li> </ul>	62–64
	<p><b>Internal assessment</b></p> <ul style="list-style-type: none"> <li>• Additional detail on suggested assessment activities</li> <li>• Internal assessment of performance requires two tasks in addition to performance</li> <li>• Internal assessment of composition to be based on portfolio</li> <li>• Internal assessment of musicology essay to be based on portfolio</li> </ul>	65–67  65 66
	<p><b>Examination Specifications</b></p> <ul style="list-style-type: none"> <li>• Word length of musicology essay increased to 3000 words</li> </ul>	66–67  68–72
Post-School Opportunities	<ul style="list-style-type: none"> <li>• Generic information included</li> </ul>	74
Glossary	<ul style="list-style-type: none"> <li>• Glossary of syllabus terms included</li> </ul>	75
Examination, Assessment & Reporting Supplement	<p>Marking guidelines</p> <p>Performance Bands.</p>	Yet to be distributed to schools



## Music 1

Component	Changes	Page
Revised rationale and aim statement	<ul style="list-style-type: none"> <li>• Clearer statement of purpose</li> </ul>	6 9
Revised objectives	<b>Objectives</b> <ul style="list-style-type: none"> <li>• Condensed to four objectives</li> </ul>	9
Minor revision in course structure	<b>Structure</b> <ul style="list-style-type: none"> <li>• In HSC course, students are able to revisit a topic studied in the Preliminary course. They must demonstrate greater depth of understanding, explore new repertoire and include a comparative study.</li> </ul>	10-11
Revised outcomes	<b>Outcomes</b> <ul style="list-style-type: none"> <li>• Number of outcomes reduced</li> <li>• Reinforces progression between Preliminary &amp; HSC course</li> <li>• Reinforces integration of P, C, M &amp; Aural skills</li> </ul>	12-13
Additional detail in Content section	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Includes additional detail on the concepts, “working” definitions and “suggested aspects for study”</li> </ul>	16-19
	<b>Learning Experiences</b> <ul style="list-style-type: none"> <li>• More detail provided on the learning experiences of P, C, M, Aural skills</li> </ul>	20-21
	<b>Contexts</b> <ul style="list-style-type: none"> <li>• Additional suggestions have been included on aspects for study of each topic</li> <li>• Terminology of contexts/topics revised and now consistent with Music 2</li> <li>• Updated “Music of the 20th century” to include the 21st century</li> <li>• Updated “Music for radio, film &amp; television” to include multimedia</li> </ul>	22-25  22
	<b>Technology statement</b> <ul style="list-style-type: none"> <li>• Technology statement has been revised</li> <li>• Additional references to the role of technology have been included in the suggested aspects for study for topics</li> </ul>	26
	<b>Improvisation statement</b> <ul style="list-style-type: none"> <li>• Improvisation statement added which is different to that in Music 2 &amp; Extension.</li> <li>• References to the role of improvisation have been included under “suggested aspects for study”</li> </ul>	26



Component	Changes	Page
<b>More information included on Assessment &amp; Reporting</b>	<b>Generic information</b> <ul style="list-style-type: none"> <li>Includes generic information on internal and external assessment and on standards-referenced assessment</li> </ul>	28-30
	<b>Internal assessment</b> <ul style="list-style-type: none"> <li>More suggestions for internal assessment activities included</li> <li>Change to weightings of internal assessment components for HSC course</li> <li>Recommends 3-5 tasks for HSC course</li> <li>Internal assessment of performance encourages performance-related activities as well as performance</li> <li>Internal assessment of composition elective to be based on a portfolio. Final work to be externally assessed.</li> </ul>	31-34
	<b>Examination specifications</b> <ul style="list-style-type: none"> <li>Included in the syllabus</li> </ul>	35-40
<b>Post-School Opportunities</b>	<ul style="list-style-type: none"> <li>Generic information included</li> </ul>	43
<b>Glossary</b>	<ul style="list-style-type: none"> <li>Glossary of syllabus terms included</li> </ul>	44-45
<b>Examination, Assessment &amp; Reporting Supplement</b>	Sample paper Marking guidelines Performance Bands	



## **What is standards-referenced assessment?**

The student's achievement is assessed and reported against the standards that are specified for each course.

## **How is this different to the current system of assessment?**

The current system is norm-referenced. This means fixed percentages of students are placed into bands of marks according to a pre-determined distribution.

## **What are the standards?**

### **Syllabus standards**

Knowledge, skill and understanding expected to be learned by students as a result of studying the course.

### **Performance standards**

Levels of achievement of the knowledge, skills and understanding (reported in performance bands).

Syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course.

Together, they specify what is to be learned and how well it is to be achieved.

## **What are performance scales and performance bands?**

Students who successfully complete the HSC course will have their performance reported against performance bands on a course report.

The course report includes a performance scale which describes five levels (bands) of achievement above a minimum standard expected.

Each band (except band 1) includes descriptions that summarise the attainments typically demonstrated on that band.

Students who meet or exceed the minimum standard receive a mark of 50 or more.



## What do I need to understand about performance bands?

They are used to report a student's achievement at the end of the course.

They provide a summative description of a student's overall performance, based on internal assessment and the external examination.

The development of performance bands is an evolving process and they will continue to be refined.

Performance scales can assist in internal assessment programs as they can be used to determine the wording of marking schemes and feedback to students.

## Where can I go for additional information?

New HSC Website

<http://www.det.nsw.edu.au/newhsc/>

Board of Studies Website

<http://www.boardofstudies.nsw.edu.au/>

Support Document for Stage 6 Music, Board of Studies

The New Higher School Certificate *Assessment Support Document*, Board of Studies

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# Syllabus changes

- revised rationale and aim statement
- revised objectives and outcomes
- additional detail in content section
- more information included on assessment and reporting
- information on post-school opportunities
- glossary of syllabus terms



# Examination, Assessment & Reporting Supplement

- Sample paper
- Marking guidelines
- Performance Bands

Music 1: EARS and CD

Music 2: EARS and CD

Music Extension: EARS (Yet to be released).



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